



Statement of Values and School Philosophy



Help for non-English speakers

If you need help to understand this policy, please contact Kororoit Creek Primary School (KCPS) at kororoit.creek.ps@education.vic.gov.au.

Purpose

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

Policy

Kororoit Creek Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. As an accredited school of the International Baccalaureate, our curriculum and wellbeing approach is underpinned by the attributes of the Learner Profile.

The programs and teaching at Kororoit Creek Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website.

To celebrate and embed our Statement of Values and Philosophy in our school community, we:

- prominently display the Learner Profile around our school yard
- celebrate the Learner Profile attributes in our school newsletter
- provide awards and recognition for students who actively demonstrate the attributes of the Learner Profile
- discuss the Learner Profile with students in the classroom, meetings and assemblies
- embed the Learner Profile through our Programme of Inquiry.



Vision

Kororoit Creek Primary School develops young people that are knowledgeable, caring and compassionate towards others. Upon graduating, children are empowered to contribute to the complex world around them.

Mission

At Kororoit Creek Primary School, we believe everyone has the **right to feel safe, to learn, and to belong**. Our students are empowered learners, encouraged to develop empathy towards others and care about the world around them. We build strong relationships and our staff are committed to creating a welcoming, inclusive environment where every individual feels valued and supported to reach their full potential.

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Kororoit Creek Primary School values are the attributes of the IB Learner Profile. Our school community strives to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Behavioural expectations

Kororoit Creek Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- adhere to our Staff Essential Agreement at all times- this aligns with the Learner Profile attributes
- adhere to and model the message of our 'Attributes in Action' program
- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- ensure all parents/carers are aware of the expectations outlined in the Department's [Respectful Behaviours within the School Community Policy](#)
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly



- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- adhere to our Essential Agreement at all times- this aligns with the Learner Profile attributes
- adhere to and model the message of our 'Attributes in Action' program
- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the Principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child/ren
- communicate politely and respectfully with all members of the school community, in line with the Department's [Respectful Behaviours within the School Community Policy](#)
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- adhere to and model the message of our 'Attributes in Action' program
- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model the attributes of the Learner Profile
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students



- utilise the school's processes for communication with staff and submitting complaints.

Unreasonable behaviours

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our [Visitors Policy](#)).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school or during school activities.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

Inappropriate student behaviour will be managed in according with our school's [Student Wellbeing and Engagement Policy](#) and [Bullying Prevention Policy](#).

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

Communication

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request



Related policies and resources

Department of Education and Training policies and resources:

- [Work-Related Violence in Schools Policy](#)
- [Respectful Behaviours within the School Community Policy](#)

KCPS policies:

- [Student Wellbeing and Engagement Policy](#)
- [Inclusion and Diversity Policy](#)
- [Bullying Prevention Policy](#)
- [Complaints Policy](#)

Policy review and approval

Policy last reviewed	26 March 2024
Approved by	School Council on 26 March 2024
Next scheduled review date	26 March 2027 [the recommended minimum review cycle for this policy is 3 to 4 years]

